

<p><b>Writing</b></p>	<p><b>Genre: Information</b>  <b>Model Text: Lighting the way</b>  <b>Revisit: Defeating the villain</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>To join from the letters b, p and s</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To use paragraphs to group linked/related information</li> <li>To use headings and sub-headings to aid presentation</li> <li>To use rhetorical questions to engage the reader in the opening &amp; direct address to reader in introduction</li> <li>To use generalisers: often, sometimes, usually, mainly</li> <li>Use a short list (usually of 3) to pile up detail</li> <li>Vary sentence structure &amp; length to maintain interest</li> </ul>
<p><b>Reading</b></p>	<p><b>Class Text: Featherlight</b>  <b>Role of character:</b></p> <ul style="list-style-type: none"> <li>To understand the role of a young character.</li> <li>To consider the role of the baby in the story and how does it contributes to the overall meaning of the story? Who reflect on who the grandma might be inspired by?</li> </ul> <p><b>Structure &amp; plot:</b></p> <ul style="list-style-type: none"> <li>To base predictions on our previous knowledge. To be able to predict a likely trajectory of the story knowing that it is about a lighthouse.</li> <li>To be able to use our knowledge of other learned stories to predict the outcome of this story? Tom be able to explain what the relevance of the front cover on this book is.</li> </ul> <p><b>Grace Darling: The Heroine of the Farne Islands</b></p> <ul style="list-style-type: none"> <li>Navigating non-fiction texts</li> <li>Retrieving information using navigational clues from the author.</li> </ul>
<p><b>SPAG</b></p>	<ul style="list-style-type: none"> <li>To know the Phase 5 digraphs and trigraphs for spelling.</li> <li>Add suffixes to words of two or more syllables where the final consonant is doubled eg forgetting, forgotten, beginning</li> <li>Common exception and tricky words address, arrive, possess(ion), opposite, different, difficult, grammar, suppose</li> <li>Punctuation of paragraphs using new line and indent</li> <li>Accurate punctuation of questions and subheadings</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100</li> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> </ul> <p><b>Measurement: Length &amp; Perimeter</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> <li>Measure the perimeter of simple 2D shapes.</li> </ul> <p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>To know how to count from 0 in multiples of 4, 8, 50 and 100</li> <li>To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>To know how to write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers</li> </ul> <p><b>Problem Solving:</b></p>

	<ul style="list-style-type: none"> <li>• Conjecturing</li> <li>• Working systematically</li> </ul>
<p><b>Science</b></p>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Soils are made up of pieces of ground down rock, which may be mixed with plant and animal material (organic matter).</li> <li>• Fossils were formed millions of years ago and are the remains of prehistoric life.</li> <li>• A fossil is formed through the following process:             <ol style="list-style-type: none"> <li>1. When plants and animals died, they fell to the seabed.</li> <li>2. They became covered and squashed by other material.</li> <li>3. Over thousands of years, the dissolving animal and plant matter is replaced by minerals from the water.</li> </ol> </li> </ul> <p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• Forces are pushes and pulls.</li> <li>• These forces change the motion of an object. They will make it start to move or speed up, slow it down or even make it stop. For example, when a cyclist pushes down on the pedals of a bike, it begins to move. The harder the cyclist pedals, the faster the bike moves. When the cyclist pulls the brakes, the bike slows down and eventually stops.</li> <li>• Forces act in opposite directions to each other.</li> <li>• Friction is a force that holds back the motion of an object. When an object moves across a surface, friction acts as an opposite force.</li> <li>• Some surfaces create more friction than others which means that objects move across them slower.</li> <li>• On a ramp, the force that causes the object to move downwards is gravity.</li> <li>• Objects move differently depending on the surface of the object itself and the surface of the ramp.</li> <li>• How to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>• Magnets have two poles, called the North and South pole. Opposite poles attract, similar poles repel.</li> <li>• Magnets produce an area of force around them called a magnetic field. When objects enter this magnetic field, they will be attracted to or repelled from the magnet if they are magnetic. When magnets repel, they push each other away When magnets attract, they pull together.</li> <li>• Objects that are magnetic, are attracted to magnets. Iron and steel are magnetic and Aluminium and copper are non-magnetic. If you place the magnets so that two of the same poles face each other, the magnets will move away from each other. They are repelling each other.</li> </ul>
<p><b>Religious Education</b></p>	<p><b>What do different people believe about God? (Christian and Muslims)</b></p> <ul style="list-style-type: none"> <li>• To know which places are special and why?</li> <li>• To know what makes some places sacred.</li> <li>• To be able to explain why we go to a place of worship if God is everywhere.</li> <li>• To have a reasoned opinion about should religious buildings be sold to feed the starving.</li> <li>• The key words used in prayer for... the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra and the common themes in these prayers (calm, hope, inspiration and being closer to God).</li> <li>• What the ritual is before and during prayer for Muslims and Christians.</li> <li>• To know that pray for Hindus is part of Puja and means adoration. To know that they repeat the names of gods and goddesses during prayer. To know that they go to a temple (Mandir).</li> <li>• To understand the idea that some people are spiritual but not religious and like to pray in their own way and some people are atheists who believe it is more use to be kind or to help someone than to pray for them.</li> </ul>

<p><b>Physical Education</b></p>	<p><b>Swimming (Indoor)</b></p> <p>BEGINNERS:</p> <ul style="list-style-type: none"> <li>• To submerge and regain feet in the water.</li> <li>• To breathe in sync with an isolated kicking action from poolside.</li> <li>• To use arms and legs together to move effectively across a short distance in the water.</li> <li>• To glide on front and back over short distances.</li> <li>• To float on front and back for short periods of time.</li> <li>• To confidently roll from front to back and then regain a standing position.</li> </ul> <p>DEVELOPERS:</p> <ul style="list-style-type: none"> <li>• To confidently and consistently retrieve an object from the floor with the same breath.</li> <li>• To begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</li> <li>• To demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</li> <li>• To combine gliding and floating on front and back over an increased distance.</li> <li>• To float on front and back using different shapes with increased control.</li> <li>• To comfortably demonstrate sculling head first, feet first and treading water.</li> </ul> <p><b>Netball (Outdoor)</b></p> <ul style="list-style-type: none"> <li>• To dribble the ball with one hand with some control in game situations.</li> <li>• To dribble a ball with feet with some control in game situations.</li> <li>• To use a variety of throwing techniques in game situations.</li> <li>• To kick towards a partner in game situations.</li> <li>• To catch a ball passed to them using one and two hands with some success.</li> <li>• To receive a ball sent to them using different parts of the foot.</li> <li>• To strike a ball with varying techniques.</li> <li>• To change direction with increasing speed in game situations.</li> <li>• To use space with some success in game situations.</li> <li>• To use simple tactics individually and within a team.</li> </ul>
<p><b>History</b></p>	<p><b>Romans in Britain</b></p> <ul style="list-style-type: none"> <li>• To know that a civilisation is a group of people with their own languages and way of life; this means it has laws, culture, a regular way of getting food and ways to protect its people.</li> <li>• To define the concept of a 'civilisation' and compare this to modern day living.</li> <li>• To know that the Romans were an ancient civilisation of successful invaders, using their large, highly organised and well-trained army to explore and rule places across the world.</li> <li>• To compare the lives of the Romans and the Iron Age people e.g. understanding that whilst the Romans were living in large towns/cities, with roads and stone houses, the people in the British Isles were still living in what is known as the Iron Age.</li> <li>• To suggest reasons that some of Britain's tribal kings decided not to resist the invasion and accepted Roman rule but Boudicca, the queen of a tribe, led a strong rebellion against the Romans which was unsuccessful.</li> <li>• To know that the Romans built towns and roads all across Britain connecting the major towns and cities, making trade and the movement of its army easier.</li> <li>• To understand the significance of the Roman built canals and aqueducts which were used to bring water into towns and cities and supply their public baths, which were used as meeting houses.</li> <li>• To know that the Romans left Britain in c AD 410 due to the fall of their Empire.</li> <li>• To suggest which Roman invention was the most important to life in Britain.</li> <li>• To discuss whether or not the Roman Empire was successful or not, using source analysis to support their answers.</li> </ul>

<p><b>RSHE</b></p>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>To recognise opportunities to make their own choices about food.</li> <li>That a balanced diet means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight.</li> <li>That a healthy, balanced diet should include: at least 5 portions of fruit and vegetables every day; meals based on higher fibre starchy carbohydrates; dairy or dairy alternative; protein; drinking plenty of fluids and having foods and drinks high in fat, salt and sugar less often than other foods and in small amounts.</li> <li>The benefits to health and wellbeing of eating nutritionally rich foods.</li> <li>The risks associated with not eating a healthy diet, including obesity and tooth decay.</li> <li>That their choices and decisions will have good or not so good consequences and that they must consider these before making a real informed choice.</li> <li>School rules about health and safety and where and how to get help.</li> <li>Basic emergency aid procedures, including for bleeding; burns; severe allergic reactions; head injuries; asthma attacks and choking.</li> <li>What a social media platform is and how to keep safe on a social media platform (using SMART rules).</li> <li>The differences between male and female bodies (SRE lesson 1)</li> <li>To differentiate between the terms 'risk', 'danger' and 'hazard', knowing that a risk is a situation involving exposure to danger, a hazard is a potential source of danger, and danger is the possibility of suffering harm or injury.</li> <li>That when they are faced with a new situation that makes them feel uncomfortable they need to ask themselves: what are the risks involved; what might the outcome be; am I, or is anyone else, in danger?</li> <li>To recognise when and how to ask for help and use basic techniques for resisting pressure.</li> </ul>
<p><b>Music</b></p>	<p><b>Chilled Out Clap Rap</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To sing unison songs with a small pitch range, tunefully and with expression. Perform forte and piano.</li> <li>To walk, move or clap a steady beat while singing, changing beat as tempo changes.</li> <li>To rap accurately and rhythmically with marked dynamic contrasts</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To listen and respond with pulse actions and adapt these actions to a changing speed of music.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>To structure musical ideas (echo and question and answer phrases)</li> <li>To create clapped rhythmic patterns using crotchets, paired quavers, and crotchet rests.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>The stick notation for crotchet, paired quavers and crotchet rests.</li> <li>To transfer patterns to tuned instruments and play as part of a group adopting different roles within a layered piece</li> <li>To use listening skills to correctly order phrases using dot notation.</li> </ul>
<p><b>Art</b></p>	<p><b>Human form/Sculpture/Messages</b></p> <ul style="list-style-type: none"> <li>El Anatsui is a Nigerian sculptor who, in his sculptures, re-purposes scrapped items usually sourced from West Africa, such as old milk tins, bottle caps and iron nails. He turns the</li> </ul>

discarded into objects of beauty, and highlights that there are some places in the world where people have to re-use materials out of necessity, rather than as a choice.

- That flower foam is a soft, sponge-like foam usually used by florists to keep flowers wet, but can be used in art for its easy-to-carve consistency.
- That carving is when you cut a material in order to produce an object, design, or inscription. It is different to relief as it changes the whole sculpture's shape.
- That artwork can convey a message. Art made of recycled items sends a message about how we should recycle more/waste less. Art of humans can mean different things depending on their expressions, movement and composition.

**To use sculpting and human form together to send a message about recycling:**

1. Through sketching, design a sculpture with a human face and general shape e.g. head, shoulders and neck. Include all facial features and aim for symmetry. Pick a facial expression they think suits the plea for people to recycle more.
2. Carve sculptures using range of tools tried and practiced with.
3. Paint sculptures' skin and leave to dry.

Decorate and dress sculptures with recycled items e.g. used straws, bottle caps, lunch rubbish (crisp packets, cling film, yogurt lids, wrappers etc.).